

The Impact of Employing Communicative Language Teaching Methods (CLT) in Teaching English to Enhance Speaking Ability

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ABSTRACT

This study aims to determine How instructors utilize (CLT) when teaching English in the classroom. The sample of the current study was randomly selected and included 70 second-year college. Students are placed into experimental and control groups. in the academic year 2023–2024 at the College of Physical Education and Sport Science/University of Baghdad, the CLT method was used during the two months of this study. An experimental design is followed to achieve the aim of this study. The results revealed the excellence and development of the experimental group that used the communicative method over the control group and the noticeable improvement for the students in the experimental group. Finally, conclusions are stated, as recommendations, and suggestions for further studies.

Keywords: Communicative Language Teaching (CLT), Speaking Ability Chapter one

اثر توظيف اساليب اللغة التواصلية في تدريس اللغة الانكليزية وتحسين القدرة على التحدث

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الملخص

تهدف هذه الدراسة إلى كيفية توظيف الطريقة التواصلية (CLT) من قبل التدريسيين عند تدريس اللغة الإنجليزية في الفصل الدراسي. تم اختيار عينة الدراسة بطريقة عشوائية واشتملت على ٧٠ طالباً جامعياً من طلاب المرحلة الثانية مقسمين إلى مجموعتين تجريبية وضابطة، في العام الدراسي ٢٠٢٣-٢٠٢٤ في كلية التربية البدنية وعلوم الرياضة / جامعة بغداد، تم استخدام طريقة CLT لمدة شهرين لهذه الدراسة. تم إتباع التصميم التجريبي لتحقيق

هدف هذه الدراسة. وكانت نتيجة الدراسة تفوق وتطور المجموعة التجريبية التي استخدمت الأسلوب التواصلية على المجموعة الضابطة، والتحسين الملحوظ لدى طلاب المجموعة التجريبية. وأخيراً تم ذكر الاستنتاجات والتوصيات والمقترحات لمزيد من الدراسات.

الكلمات المفتاحية: طريقة اللغة التواصلية ، القدرة على الكلام

1.1 Statement of the Problem

The teachers and the instructors faced problems when students talked with others in English, indicating a lack of English proficiency. Instructors need to teach English in a way that allows students to communicate in English without focusing just on language structures. Instructors should urge students to speak English. There are various teaching methods used in language teaching. The researcher specializes in CLT. since it can inspire students to communicate with others in real-world situations using English, and teaching procedures are organized to assist students in communicating using the target language. Students are taught to utilize the language in real situations rather than just practicing the rules or studying how language works. because the main aim of CLT is to help students develop communicative competence. (Ismail & Tini, 2020)

A broad variety of activities are available to help learners develop their communication competence through methods of communication including information exchange, meaningful discussions, and engagement. Role plays, games, task-based, communication and simulations are necessary to help classes that embrace the Communicative language teaching method. (Richards & Rodgers, 2014)

Colker (2007) said that student learns more effectively when they hear, touch, see, explore, move, smell, and taste things. Students learn successfully when they have close interaction with the content.

Abe (2013) asserts that group operations, individual development, conversations, and presentations are beneficial when the CLT technique is used. Furthermore, students' speaking skills develop

when they utilize English regularly, even if it is difficult for them. It is vital to discover effective techniques for improving English instruction through group work engagements.

1.2 The aim of the Study

The study aimed to determine How instructors utilize (CLT) when teaching the English language.

1.3 The Hypotheses

It is hypothesized that:

There are statistically significant differences in using Communicative Language Teaching (CLT).

1.4 The Procedures

1. The pre-test and post-test was Prepared.
2. Two control and experimental groups of college students were selected.
3. The data obtained were processed statistically.
4. Finally, conclusions, recommendations, and proposals for future studies were mentioned.

1.5 The Scope of the Study

1. The second-year students in the College of Physical Education and sport science /University of Baghdad
2. Academic year 2023–2024.

1.6 The Significance of the Study

The significance of the study is as follows

1. It shed light on the CLT method in teaching English language
2. CLT method raises teachers' awareness of the best ways to develop student's speaking skills.
3. Encouraging instructors to use CLT in teaching.

1.7 Terms Definition

1.7.1 Communicative Language Teaching (CLT)

According to Richards and Rodgers (2001), "CLT starts with a theory of language as communication, and its goal is to develop learners' communicative competence".

1.7.2 Speaking skill

Brown (2004) describes speaking as a productive ability that can be immediately and scientifically observed. However, those observations are always influenced by a test-taker's listening capacity, which has an impact on the correctness and reliability of an oral communication test.

Chapter Two

2.0 Theoretical background

Teaching English as a second language (ESL) or English as a foreign language (EFL) differs significantly from first language (L1) teaching. Several factors that teachers should be familiar with teaching and learning process to be successful. One of the components is a method, Anthony (1963) defines the method of language teaching as a collection of methods or a comprehensive strategy for the systematic presentation of a second or foreign language. (Celce–Murcia, 2001, Brown, 2007)

The approach plays a vital part in teaching ESL/EFL. A teacher will make his or her students feel relaxed, satisfied, and not bored by using an acceptable strategy. In this way, the lesson's objectives may be met perfectly. There have been several ways developed for teaching ESL and EFL. CLT method wants to make communicative competence the main objective of the language instruction process. In CLT, the teacher instructs students to utilize the language rather than study it. CLT focuses on engaging in discussions. (Larsen–Freeman and Anderson, 2011)

2.1 Characteristics of CLT Method in Teaching Learning Process.

According to Larsen–Freeman and Anderson (2011), Almost everything is done for communication purposes, Students practice

language during communicative activities like games and roleplaying, communication is meaningful, and use real materials.

Students usually conduct tasks in small groups, and grammar is taught inductively.

2.1.1 Nature of Interaction

Teachers are facilitators, teachers can become co-communicators, and students engage with each other.

2.1.2 Students' feelings and emotions

Motivate learners, the teacher encourages students to express themselves individually, and Cooperation improves student security.

2.1.3 The role of the native language of students

Students are free to use their native language, and activities are mostly explained in the target language, with limited use of the local language. language skills are emphasized, functions reintroduced and advanced forms are mastered, students develop all skills listening, reading, writing, and speaking.

2.1.4 The way of teachers response to students' error

Errors in form are accepted during fluency tasks, the instructor can use error-correction exercises to help learners improve their accuracy.

2.3 Speaking

Speaking is one of four language skills that are essential for global communication. Nunan (2003) advocated that in language instruction, the four skills are characterized in terms of direction. The language produced by the learner (in speech or writing) is known as productive. Receptive language is a language that is directed toward the learner (whether through reading or listening). Another essential concept relates to the medium of communication aurally or written. speaking is a productive skill. It makes linguistic statements that carry meaning. Yule (1989) defines certain discussions as interactions aimed at building or

maintaining relationships. This is also known as interpersonal language usage. It plays a vital social role by lubricating the wheels of social interaction. Interactional language examples include greetings, brief conversations, and praises. The language utilized in the interactional mode is listener-focused. This style of speaker's presentation is typically restricted to very brief turns.

Chaney (1998) described speaking as the process of developing and transmitting meaning in a variety of situations using verbal and nonverbal signs. As a result, speaking is critical since it allows us to effectively learn a foreign language and communicate with people, and success is judged by our ability to carry on a conversation in that language.

2.4 Previous Related Studies

2.4.1 Yasin B., Aziz Z. A., & Jannah R. (2017)

This study, entitled "Communicative Language Teaching (CLT) for Teaching Speaking," The study sought to determine if the teacher's lesson plans connected with The ideas and methods of the CLT approach, how the teacher used the CLT approach to teach speaking skills, and what learning outcomes resulted from its use. The attendees were junior high school students from different classes. and an English instructor from Insan Qurani boarding school. The instruments utilized were observation sheets and paperwork, which included the teacher's lesson plan and the student's test scores. The findings of this investigation revealed that some key procedures of strategies proposed by experts weren't fully documented in the plan lessons. Also some exercises in the planned lessons This did not go well in the classroom. Furthermore, several of the students speaking performances fell short of the passing standards.

2.4.2 Haliwanda, U. (2021)

This study is entitled "The effect of using the (CLT) approach in teaching speaking". This study investigates at how communicative language teaching (CLT) can assist students enhance their speaking skills, namely fluency, accuracy, and clarity. The researcher employed the communicative language teaching (CLT) approach instead of the grammar–translation method (GTM) to teach speaking in the classroom, with a focus on fluency, correctness, and clarity. This study's population consists completely of students in the first year at Negeri. The population is 220 students. This study's sample consists of 20 students divided into experimental, and control groups. This study used an experimental quantitative research approach. The investigation revealed that There is a significant difference in the abilities of learners after being taught using (CLT) approach rather than the grammatical translation method.

Chapter three

3.0 Introduction

This chapter tries to discuss the research design used in this study. It explains in detail the experimental design, population, and sample selection, pre–and post–tests, and statistical data analysis.

3.1 Experimental Design

Experimental design is the most commonly used quantitative research criteria. The experiment is conducted with a high level of oversight and control over the test environment and elements, such that no differences in the outcome can be attributed to procedure or independent variable variance (Easterling, 2015).

The experiment included pretests and posttests to collect data from both the experimental group and the control group. The treatment's influence on the dependent variable is then evaluated by contrasting the findings (Riazi, 2010).

3.2 Population and Sample for the Study

Population is a specific group of people that a researcher may identify and analyze. According to Creswell (2012), A population is a collection of individuals who share a similar attribute. A sample is a subset of the target population that a researcher observes to draw conclusions about the entire population.

The two pre–posttests are followed to fulfill the study's aims and validate hypotheses. Two groups were selected. One group is a control, and the other is an experimental group.

The target population of the current study consists of (450) students in the College of Physical Education and Sport Science, University of Baghdad second year, (2023–2024) academic year.

The sample was randomly selected and included (70) students, (35) served as the experimental group, and (35) served as the control group.

3.3 Comparison between the Mean Scores of the Experimental Group and that of the Control Group in the Literary Analysis in the pretest

To determine whether there is a significant difference between the mean scores of an experimental group and the control group in the pretest, all mean scores are collected and analyzed. Statistics reveal that the experimental group's mean score is (5.14) and the control group's is (4.54), with standard deviations of (2.724) and (2.904), respectively.

Using the t–test processes the t–value calculated is (0.379), however, the tabulated t–value is (0.892) at the degree of freedom (68) and significance level (0.05). This shows that there is not a significant difference in achievements between the two groups, as indicated in Table 3.1.

Table (3.1)Pre-test Literary Analysis: Means, Standard Deviation, and T-values for two groups

Groups	No. of students	Mean	SD.	T-Value		DF	Sig.
EG.	35	5.14	2.724	Calculated	Tabulated	68	Sig.
CG.	35	4.54	2.904	0.376	0.892		

Analysis and Discussion of Results

4.0 Introduction

This chapter is dedicated to the statistical analysis of data collected and explained findings to validate the hypothesis.

4.1 Comparison of Mean Scores of the Experimental Group with those of the Control Group in the Literary Analysis in the posttest.

To determine if there is a significant difference between the mean scores of the experimental group and the control group in the posttest, all mean scores are gathered and contrasted. According to statistics, the experimental group's mean score is (6.54), while the control group's is (5.14), with standard deviations of (2.301) and (2.557), respectively.

Using the t-test formula, the computed t-value is (0.17), and the tabulated t-value is (2.445) at the degree of freedom (68) and level of significance (0.05). That indicates a considerable difference in accomplishment between the two groups, favoring the experimental group. , the hypothesis that "there is a significant difference between the mean scores of the experimental group and those of the control group in the literary analysis posttest" is accepted. As demonstrated in Table (4.1

Table (4.1)Posttest Literary Analysis: Means, Standard Deviation, and T-values for both groups.

Groups	No.of students	Mean	SD.	T-Value		DF	Sig.
EG.	35	6.54	2.301	Calculated	Tabulated	68	Sig.
CG.	35	5.14	2.557	2.455	0.017		

4.2 Discussion of the Results

The obtained results show that students in the experimental group are scientifically better than students in the control group in their communicative language.

According to the test results, it has been discovered that in literary analysis of the Students' language progress in the experimental group; the computed t-value is found to be bigger than the tabulated t-value. Because the experimental group has a substantial influence on communication skills.

4.3. Discussion and Comparison of the Previous Studies

Through analyzing the test results of the current study, the importance of using the CLT method in teaching speaking skills was demonstrated. The finding of the current study was the advantage and development of the experimental group that used the communicative method over the control group, and the noticeable improvement for students in the experimental group. Yasin, B., Aziz, Z. A., & Jannah, R. (2017) The outcomes of this inquiry indicated that certain essential procedures of the expert-proposed strategies were not completely described in the lesson plan. There were also certain exercises in the lesson plans that didn't work well in class. Furthermore, numerous students' speaking performances did not satisfy the minimum passing standard. Haliwanda, U. (2021) The results indicate that there is a significant difference in the abilities of learners after being taught using the (CLT) method rather than the grammar-translation strategy.

.4 Conclusions

By using the CLT method for the experimental group for two months, it was found that the CLT method increases students' vitality and activity in the English language lesson, gives the students self-confidence, overcomes hesitation and shyness, and further improves

students' achievement. CLT method increased students' attention to the lesson and improved students' abilities. What the student learns in groups is embedded in his mind for a longer period. Through analyzing the test results of the current study, the importance of using the CLT method in teaching speaking skills was demonstrated. The finding of the current study was the power and development of the experimental group that used the communicative method over the control group, and the noticeable improvement for the students.

4 .5 Recommendations

In light of the research results, the researcher recommends the following:

1. Diversifying the teaching methods used in teaching the English language, and paying attention to the CLT method
2. Holding seminars for instructors and teachers to demonstrate the importance and use of modern teaching methods and their advantages and the steps of the lesson using the modern teaching method.
3. Preparing classrooms, furniture, equipment, and appropriate teaching aids to assist instructors and teachers in English language teaching according to the CLT method.
4. Benefiting from the CLT method in teaching other sciences.
5. Providing training courses for instructors and teachers on new teaching approaches.

4.6 Suggestions for Further Studies

- 1– The effect of CLT method in teaching conversation subject.
- 2– The effect of the CLT method in developing critical thinking.
- 3– Comparing the CLT method to another teaching method.

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